

## Writing Scoring Guide Grade 3

### **4 Points**

The paper:

- Has an effective beginning, middle, and end.
- Contains a clear controlling idea.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Contains words that are specific, accurate, and suited to the topic.
- Consistently uses complete sentences.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

### **3 Points**

The paper:

- Has a beginning, middle, and end.
- Contains a controlling idea.
- Addresses the topic and uses relevant details/examples.
- Contains some words that are specific, accurate, and related to the topic.
- Generally uses complete sentences.
- Shows an awareness of audience and purpose.
- May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.

### **2 Points**

The paper:

- Has evidence of a beginning, middle, and end.
- Contains a general sense of direction, but may lack focus.
- Generally addresses the topic, but may contain some details that are not relevant.
- Uses words that tend to be repetitive, imprecise, and ordinary.
- Contains some incomplete sentences that may be distracting to the reader.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.

### **1 Point**

The paper:

- May lack evidence of a beginning, middle, and/or end.
- Is difficult to follow and/or lacks focus.
- Attempts to address topic, but lacks development.
- Uses words that are consistently repetitive, dull, and colorless.
- Includes incomplete sentences that are distracting to the reader.
- Shows little or no awareness of audience and purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.

## Writing Scoring Guide Grade 7

### **4 Points**

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

### **3 Points**

The paper:

- Has a beginning, middle, and end.
- Uses paragraphing.
- Contains a controlling idea.
- Generally progresses in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

### **2 Points**

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- May use imprecise language.
- Contains sentences that are generally clear, but lack variety in structure.
- May use writing techniques.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

### **1 Point**

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.

## Writing Scoring Guide Grade 11

### **4 Points**

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing effectively.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- Clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Shows complexity, freshness of thought, and individual perspective.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

### **3 Points**

The paper:

- Has a clear beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a controlling idea.
- Generally progresses in a logical order.
- Uses cohesive devices between and within paragraphs.
- Addresses the topic using relevant details, reasons, and examples.
- Uses precise language.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows some complexity, freshness of thought, and/or individual perspective.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

### **2 Points**

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- May contain a sense of direction, but may lack focus.
- May not progress in a logical order.
- May not use cohesive devices.
- Addresses the topic, but relies on generalities (lists) rather than specifics (development).
- May use imprecise language.
- Contains sentences that are generally clear but may lack variety and complexity.
- Attempts to use some writing techniques.
- May lack complexity, freshness of thought, and/or individual perspective.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

### **1 Point**

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that lack variety and clarity.
- Shows little or no evidence of writing techniques.
- Lacks complexity, freshness of thought, and individual perspective.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.